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ABSTRACT

This paper discusses the need for the renewal of teacher education programs in Finland in order to bring practicing professionals into contact with new knowledge and ideas. To inject new knowledge requires a theoretical understanding of the mechanism of professional change and the process of evaluating professional development. The central factor governing the effect of professional development upon classroom teaching is the ability of teachers to be reflective about their practice, i.e., to reflect upon the origin, meaning, and consequences of their actions. The operative concepts in group process are personal pedagogical knowledge (content knowledge), broken down into metacognitive knowledge, construction, and conceptual knowledge; professional development (gradual changes in behaviors and perceptions of student teachers); and self-evaluation (qualitative judgments about one's thoughts and behavior). Self-study is a part of ongoing professional self-development which needs support, facilitating, encouragement, time, and teaching. (Contains 42 references.) (CK)

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ANALYZING AND EVALUATING STUDENT TEACHERS' DEVELOPMENTAL PROCESS FROM POINT OF SELF-STUDY

1. INTRODUCTION

There has been a profound demand for the renewal of teacher education programs in the last ten years, also in Finland. To get students to reflect should become the programatic goal in Teacher Education (Valli, 1992). The group which first joined together the reform teaching and teacher education, decided in 1990 to create Professional Development Schools (PDS) as the central vehicle for their reform efforts. We could also speak of Reflective Practice Movement, within which the concept of reflective teaching includes a commitment by teacher educators to help students internalize and take responsibility for their professional development (Korthagen, 1993). The literature abounds with calls for reflective practice to be fostered at the preservice level of Teacher Education and encouraged as a career-long pursuit (e.g. Cole, 1989, Wildman et alii, 1990).

Although reflectivity and the reflection process are very well known concepts in modern education, the idea of professional learning during preservice and afterwards that has been underconceptualized and little examined, even empirical studies are limited! Traditionally student's personal progress in her/his studies and professional growth as well as self-assessment have fallen upon her/him. Preservice teachers are still not encouraged e.g. to take external experiences into account, to reflect upon them and to re-interpret and re-evaluate them as an integral vision of self (compare Knowles, Holt-Reynolds, 1991). Facilitating student teachers' growth process is a concept newly provided by constructive learning theory. In this respect we would need re-evalutation on the teaching provided.

2. THE PROBLEM OF RESEARCH

The central task of professional education is to bring practising professionals into contact with new knowledge and ideas. That is updating but it also stimulates critical thinking and self-evaluation. The introjection of new knowledge is an idea more easily said than done. What we need is to 1) understand theoretically the mechanism of professional change (comp. Feiman & Floden,

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1980), **i.e. what does it mean when students enter personal and professional developmental process or how to start processing knowledge in a reflective way?** Briefly, it means gradually, through hard work and courageous commitment, reaching quality education in order to construct one's own theory and professional knowledge about education, i.e. to get the new knowledge transformed to their personal self-knowledge and behaviour.

2) The second central problem in developing professional expertise and professional practice is to continuously ask **how this process should be evaluated in order to foster and strengthen it?** The purpose of this article is to answer indirectly - not didactically - to these two questions: the professional learning process and its self-evaluation with respect to understanding what it means to be a teacher in a broader sense, based on literature and on the empirical long-term research carried out continuously in our Teacher Education institution.

3. WHAT DOES IT MEAN TO REFLECT IN PRACTICE?
(A theoretical overview)

The effect of professional development upon classroom teaching is governed by a number of factors, the central one being the ability of teachers to be reflective about their practice (Clarké, 1995).

The concept of reflection and the process are widely discussed in literature. Reflective teachers are involved professionals, who constantly seek new ways to get their students involved, too. (Henderson, 1992). The popularity of the concept 'reflection' is based on the fact that it highlights in the student such characteristics which are considered to increase intrapsychological, internal growth. Thus reflective action emphasizes the adopting of a critical and conscious relation as the guiding light in one's teaching. Reflective practice is a powerful tool. When students learn to reflect upon the origin, meaning and consequences of their actions the change that takes place in the learners' behaviour and reflective practice becomes an integrated way of thinking.

The crucial aspect in all kinds of education is to learn to use one's personal experience or the skill of reflecting on the experience. The concept of reflection is about finding out about the material which will resolve the doubt and stimulate continuous construction of meaning. Critical thinking and reflection are actually synonymous to in-depth thinking, which includes the acceptance of a problem, the endurance of anxiety caused by a long period of work until you have the knowledge needed and the recapitulation, as well as the re-interpretation of that problem based on new data (Ojanen,1993). This usually incorporates doubts, amazement and attitudes towards prolonging decision-making.

Noddings (1984) describes reflective teachers in the following way:
- They take the time to have a dialogue with others - also with oneself, within inner speech.
- They work co-operatively.
- They facilitate each individual to discover his/her best self.

It also means becoming sensitive to one's own best self, listening to a deeper part of oneself. On

the other hand the remarkable perception is that: the students' own personal experiences do not suffice when preparing them for a wide range of future situations. Acquiring insight needs to be systematically encouraged, similarly time and space to do it should be allowed, because it is a hard task to accomplish.

When we speak about reflective practice we do not reject the concept of **professional knowledge**. On the contrary, reflective teachers are knowledgeable, but their knowledge base is personalized, self-constructed and ever-expanding. They try to make sense of certain situations. According to Henderson (1992): As a reflective student you need to ask yourself two questions:

- What is the relationship between what I am trying to learn and my own past experiences?
- What is the relationship between what I am trying to learn and my personal purposes?

Constructivist research on learning focuses on how students become students of their own teaching, how they e.g. create knowledge in a reflective way by relating their past experiences and personal purposes to the subjects they are studying. This kind of research examines the individual and social construction of meanings.

A teacher education program may include strategies and components which are claimed to stimulate and promote reflection, as well as evaluate reflectivity (compare e.g. La Boskey) - such are for instance ethnography, journal writing, ethnographic studies, case studies, microteaching, structured curriculum tasks (Ben-Perez, 1984, Smith, 1991), the structured study of classrooms through action research etc., biography, story telling, writing and teacher interview. Through the use of these and other similar activities, preservice teachers are supposed to **gain new understanding of themselves** as professionals (Pugach, 1990). Henderson (1992) suggests: providing them with avenues to bring them into classroom creative writing, for example, gives students opportunity to talk about themselves and to integrate student's life experiences into the classroom. However, reflected tools should be extended to self-study i.e. inquiry processes, to make sense of students' life and work as professionals!

4. DEVELOPMENT OF PROFESSIONAL, PERSONAL KNOWLEDGE AND PRACTICAL THEORY (an analysis of concepts)

The main concepts used in this paper are: **personal pedagogical knowledge** (ie. professional knowledge or content knowledge), including conceptual knowledge and metacognitive knowledge, secondly **professional development** and thirdly **self evaluation**. The above-mentioned concepts constitute a major part of the developmental process of a teacher here. The lack of attention to the uncovering of professional personal (pedagogical) knowledge base leads to a very instrumental concern, which is contradictory to the reflective methodology. According to Kennedy the central problem in learning professional knowledge is how to help the student to distinguish the relationship between the general principle and the individual, practical incident. Knowledge must always be placed within a context, and understood in relation to something. Shulman (1987) categorises 'content knowledge', which in a wider perspective stands for the integration of subjective knowledge and the common pedagogical knowledge in a spefific

situation. This constitutes the understanding of professional knowledge, (introjection). It can be seen as internalized knowledge, how problems are adopted and organized to be dealt to students. Expertise as a concious, deliberate action always indicates the interactive relationship between analysis and action. There is a distinct difference between habit and scientific understanding.

Generating **personal pedagogical knowledge** (or theories-in-use), which is also called one's own practical theory e.g. Handal (1990), is the area which we see connected with the topic: "becoming a teacher". It is not only the knowledge of content or structure, but the knowledge which arises out of the personal experiences and intents, providing patterns that are meaningful to oneself. This so-called practical knowledge is experientially informed by the knowledge of the subject matter, but also by the knowledge of other areas, such as personal experiences, "turned" into learning. Elbaz (1983) proved, that teachers store and use their knowledge in different ways. We should realize the complexities of creating personal pedagogical knowledge

1. Metacognitive knowledge includes: intent plan and goal, which guide the learning process, metacognitive strategies, awareness and the personal knowledge of oneself as a learner.

2. Construction is the bridge between prior knowledge and the on-going process i.e. between the known and the not yet known or what has to be known.

3. Conceptual knowledge includes: content, subject-matter and discipline. Alexander et al (1991) argue, that after arriving at conceptual knowledge, the implicit knowledge, also routines etc., will change into explicit (= articulated).

Professional development is described as gradual changes in behavior, knowledge, image, beliefs or perceptions of student teachers. In 1990s it is no longer a privately pursued extra, but a publicly implied part of teacher's regular working life (Day, 1993). Professional development requires the systematic reflection on one's own personal theory. Insights regarding these processes would be valuable to teacher educators for promoting the professional development of preservice teachers. Understanding the relation e.g. between personal knowledge and the public theories constitutes a great problem in teacher education. We could summarize that the essential feature for the development of pedagogical knowledge is the teacher's committement to professional development and growth. Professional development is most dynamic when the personal committement to change is strong. Thus professional development leads to changes in cognitive concepts such as memory, perception and thoughts.

Self-evaluation is not necessarily **self-study**, which is seen here as a key concept. The educational literature consists of several concepts that connote self-examination, as self-perception, prominent in the 1950-60's, self assessment and self-rating, from the competency conscious 1970's and self-reflection, a return to Dewey in the 1980's (McLaughlin, 1991). Self evaluation requires qualitative judgements about one's thoughts and behaviour. There is a difference between the atomistic approach exemplified by self-ratings and the engagement in systematic self-reflection. The self-evaluation is seen as an aspect or as one level of self-reflection (see also van Manen, 1977). In self-evaluation students are 1) establishing criteria for success, 2) making

decisions concerning the criteria, 3) analyzing their actions afterwards and 4) re-interpreting the consequences of their actions or past events. Such re-interpretation requires open-mindedness and observational skills, which enhance reflection and also aid self-evaluation (Laughlin, 1991).

5. LEARNING TO UNDERSTAND THE DEVELOPMENT OF ONE'S OWN PRACTICAL TEHORY (i.e. theories-in-use)

An prescriptive approach to teaching is in fundamental conflict with the realities of teaching of today in a modern society. Teaching practice is only to a modest degree a rational process even if the rationalistic approach in context of behaviourism and teacher's thinking has been viewed up to these days as a general theory of teaching practice. It is time to reconsider preservice students' practical theory as one essential aspect of teaching practice.

Although many areas of professional knowledge are dependent on some understanding of public codified knowledge found in books etc., professional knowledge is mainly constructed through experience and its nature is dependent on the cumulative acquisition, selection and interpretation of that experience. The first challenge in self-questioning is to learn to understand the development of one's own practical theory. Knowledge is not only book knowledge, which is available in codified form (Eraut, 1994). Book knowledge means the limited awareness of the nature and extent preservice students have developed their personal knowledge, their own practical theory. Theory is always implicit in practical action knowledge. When the formation of knowledge is verbal, the link between action and thought, which normally are interconnected, has been severed (Dewey, 1933).

Knowledge is the result of learning but the various educational strategies affect the learner in different ways. Professional knowledge cannot be characterized in a manner that is independent of how it is learned and used. Only when a strategy functions so that knowledge 'becomes alive', can growth and change be expected. The significance of the strategy of education depends on the degree to which it can enchance or boost the on-going off-course learning process beyond its boundaries. (Eraut, 1994)

Reflective practice has helped educators to understand their own behaviour as well as the ideas, presumptions and beliefs that people have, simply as a part of their own practical theory. Thus reflective practice can be seen as a development strategy which enables a change in teachers' professional development. This research oriented attitude towards work arises from the belief that the school organization and society won't change unless the employee changes. In order to change, the employee has to become aware of his/her own behaviour i.e. to make his/her unknown assumptions conscious. The regularity in behaviour i.e. acting in the habitual way is a force working against the change. Instead, the key for behavioural change is in the following:

1. understanding the mechanism of these two kinds of personal theories, espoused theories and practical theory (theories-in-use);
2. the dissatisfaction with unbalanced relation between one's own goals or intentions and personal

fullfillment (i.e. practice).

As the individual starts to comprehend his/her practical theory and its conlicting nature in relation to his/her goals and action, a change in motivation usually follows. The change in practice is a consequence of stopping and realizing the disproportion. That the new information replaces the existing theory is what we believe to happen in all education, when new information reaches the learner. In reality, our behaviour remains unchanged eventhough we are delighted by the new information that we are being offered. New information easily stimulates listeners without really contributing to any changes in their actual behaviour, as does deeply ingrained practical theory, i.e. action.

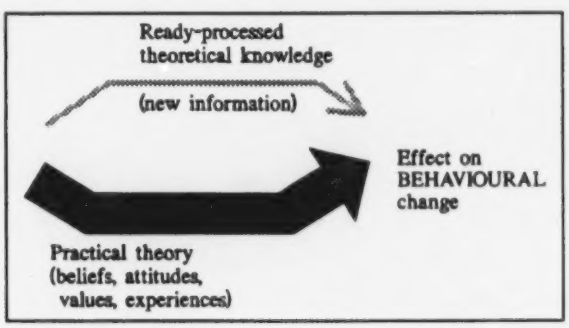

Figure 1. Factors affecting behavioural change

Why is it so difficult to change behaviour on the basis of theoretical (ready-made) knowledge?

The answer is simply that people are not aware of their practical theories and thus fail to see the connection between their attitudes and actions. In consequence they have not personalized the new knowledge i.e. made it 'their own'.

Another crucial reason for the difficulties in changing behaviour are the long cultural roots of the practical theory starting from early childhood interaction. It includes values and experiences which have been processed over a long period of time, eventually, into behaviour. These are unconscious and self-evident assumptions and actions. They are not interpreted, they work as such. They are the basis of individual behaviour.

Practical theories are hard to reach or even out of reach, they are difficult to identify and yet they have a far greater influence on the way we act than the ready-made knowledge (= espoused theories) we receive. The knowledge offered to us through espoused theories represents another personal theory, which is conscious and easily changeable on the level of attitudes but in reality it has only marginal effect on our behaviour. (Kottkamp, 1990)

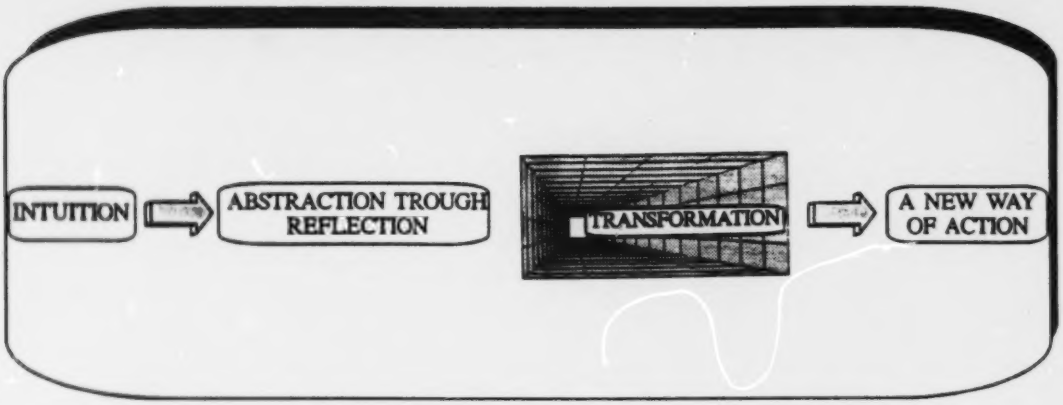

Figure 3 The process of development and change

6. LEARNING TO UNDERSTAND THE PROCESS OF DEVELOPMENT AND CHANGE

What factors affect the transformation process of the knowledge? Transformation means a change in form. In fact it is the process: **FROM INTUITION - VIA ABSTRACTION - TO TRANSFORMATION**, which is similar to the process of discovery and abstraction of the infant mind (Bion, 1962).

It is sometimes difficult to see that personal professional development includes the same elements and proceeds in a similar manner as child's holistic development. These rules are typical for human developmental history in the field of psychological development. To increase the understanding of the phenomenon of learning process and professional growth, an in-depth research of child's developmental process should be made in order to recreate the circumstances and prerequisites necessary for the process. Acquiring knowledge and using knowledge are not at all separate processes but in fact the same process. What is the key element in both ones? Is the fact that the process of using knowledge as well as of acquiring (= the learning) process in general transform that knowledge, so that it is not the same knowledge they were taught. This issue can be studied from various points of view: the point of view of the individual, or of the group or e.g. the student - teacher relationship with reference to the reflection of the learning situation or the curriculum.

The consciousness of oneself - the prerequisite to change

The process of becoming conscious is crucial in adult development. Growth is considered to have taken place when behaviour changes. When a professional has internalized knowledge, the process of development produces a new form of action and behaviour. In fact, partial realization is evident throughout the reflection process. Conceptualization is also needed so that the subject matter can be understood on a deeper level to enable transformation.

Through developing a more coherent understanding of what it means to become and to be a teacher in the broadest sense, it becomes possible to encourage and foster these circumstances

affecting teachers to transform their work (Smith, 1989). This issue is seldom discussed in the literature of evaluation. Perhaps it has been too problematic to the evaluators themselves. In fact, there is a question of self-examination and self-awareness on an in-depth level. The awakening of consciousness means e.g. that the learner begins to create a new conception of him/herself, which is never an easy task. The cognisance proceeds as wave motion, increasing and decreasing. Shortly before moving on to the next stage one experiences confusion and embarrassment (compare Schön, 1987). The stages of the process are consecutive but also simultaneous. One's earlier open-mindedness suddenly appears restricted.

Self-awareness - and the process through which it is achieved

Awareness is not necessarily a homogenous entity. The awareness is a feeling of being increasingly in touch with oneself, one's own person and thus better capable of understanding other people (Ojanen, 1993).

Self-awareness is achieved through two processes: Self-knowledge is acquired through reflection and adequate feed-back. Self-knowledge is a wider term, including knowledge of one's own knowledge, also of how to use it and how to re-organize knowledge for easy retrieval (Eraut, 1994).

People usually realize growth and change in retrospect. This strategy is used e.g. in Finnish supervision. The teacher notices that he/she thinks and acts differently, reacts in a new way to other people and accepts him/herself as well as being less defensive and anxious. Thus energy is not wasted on defence but freed for studying new things (Ojanen & Keskiluopa, 1995).

In preservice teachers' development also means qualitative changes in cognitive functions, patterns of thinking, concept of knowledge etc. and likewise, in how all this is reflected in teaching, the relation to the subject taught among other things. The intellectual element becomes involved when the idea is being processed. Processing knowledge means that the original knowledge is "corrected" and expanded.

Teachers who are well oriented, e.g. towards a particular content, may still differ widely on what this understanding should look like. The personality can change, develop and reshape if this process is given a possibility in education by helping teachers or students to help themselves. The problem and solution become perfected at the same time (Dewey, 1938). In supervision it is often to be seen that when the unconscious is recognized it produces an awareness both in the tutor and the tutored. It is important to find out that even when the truth may be ultimately accessible, it may not be directly and immediately known to everyone.

As a matter of fact it is a question of transformation and growth by aid of reflection versus a steady, static state. The problematic question is: how to get the prospective professionals to inquire themselves? The answer to that could be: to realize experience with the help of reflection. It will lead to awareness and understanding. Educative experiences processed make development possible. All teachers' task is to nurture the interaction between internal and external features to make the learning situation educational. The problem in teaching, even in teacher

education, has been that **the internal factors** have been ignored. All in all, the role of inquiry as a pedagogical tool is easily forgotten in the professional development of a teacher as well as in the evaluation process.

7. SOME MODELS OF INTERNAL EVALUATION

In the following will be briefly described six strategies as a cue, where to find knowledge of promoting and improving self-study.

1) professional reflective inquiry	interaction of two colleagues
2) dialogical technique of critical friend	interaction of two colleagues
3) structured dialogue	
4) "shared reflection", called in Finnish	small group technique
5) "työnohjaus" (work guidance)	small group technique
6) large group technique	
	large group technique

Self-evaluation is an integral part of an evaluation process. Action is not merely enough for the learner. Each professional is expected to clearly evaluate his/her work. New things have not always been sought realistic grounds for. This makes the evaluation of the reflection ability difficult and strenuous. A significant part of professionalism is carrying the burden of responsibility. It also includes the responsibility for the modes of action and the methods used (Leiper, 1994). Whichever the self-evaluation method chosen may be, it should be internalized and incorporated into action, so that it would support the experiential learning culture. Not until then does self-evaluation become **self-study** (or inquiry), which is the topic discussed in this paper.

Values need to be deliberated upon. To be able to utilize all the experiential elements of growth, the individual requires both activity (=experiment) and passiveness, facing the consequences (Dewey, 1938), through which learning takes place i.e. togetherness of experience and thought in one's head. Russel (1988) as well as Calderhead have reported that the **image** a teacher holds of the relationship between theory and practice, can significantly influence the understanding of the personal learning process at every stage in one's development of the professional knowledge of teaching. By critically assessing past and present models of thought we can develop the basis, on which information and different tasks will be processed.

1) The framework of **reflective inquiry** e.g. with close colleagues (Knowles and Cole (1994) is based on certain assumption about professional practice and development. Knowles and Cole describe honestly:

"Becoming a teacher is a life-long process of continuing growth rooted in the personal. It is an on-going process of interaction and interpretation of elements, conditions, opportunities and events that take place throughout our lives, in all realms of existence - intellectual, physical, psychological, spiritual, political and social."

The researchers mentioned above situate professional **self-study** (inquiry) clearly in the context of personal histories. Secondly they believe that professional development is facilitated by opportunities for on-going critical reflection and inquiry into the broad spectrum of experiences that influence professional lives. "Thus our studies of ourselves", say Knowles and Cole " take place through dialogues in different forms of conversation".This kind of **self study** is done through various methods. Central in becoming a teacher is to acknowledge the personal and holistic, integrative nature of subject matter (Knowles & Cole, 1994).

2) An almost parallel idea, Knowles and Cole describe as colleagues, arises from the Sydney study (Smith & Hutton) as a **dialogic technique of critical friend**. They suggest that a powerful strategy for fostering reflective action is to engage with another person in a way which encourages talking with questioning, confrontation with trusted others. This dialogic reflection technique both provides a very safe environment within the self-study and evaluation can take place. However in the company of a peer it creates an opportunity for voicing one's own thinking and at the same time being heard in a constructive critical way (Smith et al, 1992).

3) Sharing closely and collaboratively one's own philosophy and practice as a **"structured dialogue"** within a small group of peer students teachers - is the method to which Pugach (1990) refers. This kind of a method develops a new pattern of teaching and approach to the complex environment of teaching as a whole. It enables teachers to step back from the creative ways of problematic classroom dynamics and consider alternative instructional and management choices in the classroom (Pugach, 1990).

4) If we think of reflection as a goal of Teacher Education and reflection as an overriding responsibility (Tom, 1984), we should concern ourselves with strategies which might lead preservice teachers systematically to reflective thinking and onto the acquisition of metacognitive strategies. This is possible through self-questioning in a guided learning situation and training to which Pugach also refers, as well as Schön, speaking of reframing the nature of problems.

As a matter of fact, the strategy Pugach describes has been used in Finland in teachers' in-service courses during the last 20-25 years as the method of shared reflection called "työnohjaus" or "work guidance" of teachers (developed for teachers by Ojanen, 1985). The same four steps that make up Pugach's peer collaboration process are included in the Finnish in-service strategy called work guidance.

1. discussing and clarifying problems of practice by self-questioning in a guided learning situation (of 100 minutes), a strategy in which particular questions or hypotheses are posed and responded to as a means of reframing the nature of those problems in shared reflection;

2. generating possible solutions and visions and predicting what might happen should they be utilized;

3. summarizing the redefined problem, which is made by the educated supervisor of the group;

4. considering various ways of evaluating the effectiveness of the solution chosen, for instance, after half a year.

5) **The large group technique** includes the expeditions to one's own mind (Ojanen, Keski-Luopa, 1995). Experiential learning is gaining growing attention in the educational literature, but understanding the experiential process has not become common. It is a process in which experience is reflected upon and translated into concepts which become guidelines for new experiences. In ESREA-report examines in detail how the progress during a 2-hour Large group proceeded and what was learned also in two Small group sessions immediately thereafter. This method is enormously enhanced and reflective towards awareness. This process opens the channels for learning very quickly. That's why the effect of the large group on human behaviour is a strong one.

8. THE SUMMING UP

The main idea above has been to help preservice teachers to gain new understanding of themselves as professionals as well as awareness of their teaching acts

1) to be able to perform given tasks and
2) to learn from them.

Everyone needs professional growth opportunities - it is a normal and essential part for all members of the organization. Reflective practice is based 1) firstly on the assumption that all professionals want professional growth opportunities and want to change, in order to experience themselves as effective professionals 2) secondly it is based on the asumption that changes are linked with a growing awareness about one's performance, e.g. of the discrepancy between espoused theories and practical theory.

Are we witholding critical information? At least I would like to argue that the TE programmes at universities are lacking in elementary self-knowledge needed for effective performance. If the preservice students supportedly begin a conscious process of reflective development, they start to assess or evaluate the matters and effects of their observable behaviour. This opens a new viewpoint and directs their life to a different track. They learn to know their practical theory - theory at a tacit level even they have no words to express it at the very beginning. That's why new kinds of platforms to systematic self-study and dialogue as a training method are needed.

In Teacher Education we have continuosly been asking: How to get preservice teachers to examine and develop metacognitive skills, e.g. critical self-monitoring of one's teaching and to engage in classroom routine being aware or concerned with the relationship to students. In that, self-study may hold a promise. Through that they are capable of making explicit and external those ideas, knowledge and beliefs they have internalized. The self-study is a part of on-going professional self-development which needs support, facilitating & encouragement and time, also teaching. Self-study work is just one form and part of reflective practice. It is analytic reflection to which an ascent of a kind of analytic awareness is needed. It means a capapility of abstracting aspects of concrete situations and particularly seeing these aspects in relation to each other (Calgren et al, 1994).

After having studied one's own practice and reflected upon one's own work, the teacher will be able to explain his/her practical theory and the factors "what and how", that are guiding his/her behaviour. What they learn through these things is likely to have a larger impact on their professional practice than anything else in their programme, because the focus is in self-learning rather than in the learning of things. The portrait of reflective professional development is totally different from that of the traditional outside expert.

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